

National Specialist SCITTs

National Mathematics and Physics SCITT

National Modern Languages SCITT

Assessment Policy

Important: This document can only be considered valid when viewed on the SCITT intranet and SCITT website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

The accredited provider for both the National Mathematics and Physics SCITT and the National Modern Languages SCITT, is Chorus Education Trust operating as National Specialist SCITTs.

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1. Aims and Values

National Specialist SCITTs are committed to ensuring that Trainee Teachers are assessed fairly against clear and transparent criteria in all aspects of the training. We have a responsibility to provide honest and constructive feedback in our role as training provider. Our aim is to ensure that our written tasks support Trainee Teachers' progress towards achieving the Teachers' Standards for Qualified Teacher Status and support our institutional objective of developing reflective practitioners who are highly effective classroom teachers. In assessing Trainee Teachers through observation, we recognise that they develop at different rates and, therefore, our feedback must be clear and specific, as well as being supportive and developmental.

2. Roles and Responsibilities

The following roles, committees, and boards have specific responsibility for assessment. Their full remit can be seen in the partnership agreement schedules but are reproduced here for ease of reference.

2.1 Strategic Board

Our Strategic Board is responsible for the following aspects of assessment:

- 2.1.1 to monitor and evaluate the arrangements for **Quality Assurance** in order:
- to oversee the quality assurance mechanisms of the partnership and receive reports on the standards achieved in different aspects of the programme
 - to oversee academic standards and arrange regular reviews of all aspects of the programme in conjunction with the various examining validating and accrediting bodies
 - to approve the appointment of Internal and External Moderators
 - to appoint an Assessment Board
 - to appoint an Appeals Committee
 - to oversee the early termination of Trainee Teachers training, if necessary, in accordance with written procedures.
- 2.1.2 to monitor the composition and work of the **Assessment Board**.

2.2 Assessment Board

The Assessment Board will constitute:

- Accounting Officer
- SCITT Director
- Course Leader
- A Hub Lead Teacher or Senior Mentor Coordinator (SMC) representative.

Any four members of the Assessment Board will constitute a quorum, and meetings will be held at the end of each term.

Conflict of Interest

All members of the Assessment Board are to declare any conflict of interest in relation to the consideration of the assessment outcomes of a particular Trainee Teacher or set of Trainee Teachers. If any such conflict of interest is declared, the Board member concerned will be required to leave the meeting while that Trainee Teacher's assessment outcomes are determined.

The remit of the Assessment Board

It shall be the duty of the Assessment Board:

- to meet at the end of each term to consider the progress, achievement and individual targets for each Trainee Teacher against the evidence requested to be submitted
- to determine whether a Trainee Teacher has complied with the requirements of the Course and its assessment as defined in the Assessment Regulations by clearly documenting the evidence submitted and assessment decisions are recorded and documented accurately and systematically
- to determine the action to be taken when a Trainee Teacher has failed to complete all parts of the Course or fails to comply with the requirements of the Course and its assessment and to report recommendations to the Strategic Board
- to make recommendations to the relevant Course committee(s) on any matter concerned with the Course
- to make recommendations for the award of recommendation for QTS to individual Trainee Teachers and nominating Trainee Teachers to the validating body for the relevant academic award at the end of each year
- to action such matters as may be referred to it by the Strategic Board
- to communicate the Assessment Board's decision to Trainee Teachers individually, accurately and quickly to promote learning and facilitate improvement
- to report to Hub Lead Teachers and Mentors on the quality of Trainee Teachers
- to evaluate the maintenance and development of academic and assessment standards
- to review quality assurance mechanisms of assessment to inform self-evaluation leading to improvement planning and report areas of improvement to the Strategic Board
- to convene a 'special cases' subcommittee to consider a Trainee Teacher's right to repeat the course at what time and for how long.

2.3 Appeals Committee

Composition of the Appeals Committee

An Appeals Committee will be constituted by the Strategic Board and five members will constitute a quorum including:

- One member of The Strategic Board usually the SCITT Director
- One member of the Hub Lead Teachers Committee usually the Course Leader (provided they have not previously made the original decision)
- One further member of the Hub Lead Teachers Committee such as another Hub Lead Teacher
- Two others **who have not** been involved in previous decisions.

Remit of the Appeals Committee

It shall be the duty of the Appeals Committee:

- to follow the guidelines of the **SCITT Appeals and Disciplinary Procedures**.

2.4 Curriculum Committee

Composition of the Curriculum Committee

- SCITT Director
- Course Leader
- Hub Lead Teachers
- Representatives from professional associations the SCITT works in partnership with
- Hub Mentor representatives
- Hub Trainee Teacher representatives.

Any four members of the Curriculum Committee will constitute a quorum and meetings will be held up to three times a year.

The remit of the Curriculum Committee in relation to assessment will be:

- to ensure that the intellectual, educational and training aims of the course are met, and Trainee Teachers' subject knowledge and pedagogy are continually challenged
- to fulfil the statutory and academic provision as required by the relevant governmental agencies
- to contribute towards the improvement plan through implementing, monitoring, evaluating and developing the quality of the course
- to ensure the adequacy and appropriateness of assessment arrangements relating to Trainee Teacher progress and achievement
- to ensure all Trainee Teacher matters, either referred or initiated through improvements, are considered and clearly communicated.

2.5 SCITT Director

The full role of the **SCITT Director** can be seen in the **partnership agreement Schedule 10**. However, the following has specific reference to assessment:

- to give strategic vision and leadership to the partnership in striving to meet the Ofsted criteria for outstanding
- to ensure that all recruitment and selection processes adhere to statutory requirements and statutory guidance around Safer Recruitment
- to ensure the Course structure is developed, monitored and reviewed appropriately being mindful of Department for Education Statutory ITT criteria
- to ensure that all documentation, policy, procedure, Trainee Teacher assessment, monitoring and evaluation are in place in readiness for Ofsted.

2.6 Course Leader

The **Course Leader** is responsible for the following aspects of assessment:

- setting the SCITT assessment calendar each year and communicating this to the Hub Lead Teacher, SMC, School-Based Subject Mentors, HEI colleagues and Trainee Teachers
- ensuring that all assessment procedures are documented and available on Pebble Pad in a timely fashion
- ensuring that Hub Lead Teachers and School Based Mentors complete the appropriate assessment of Trainee Teachers at each data collection point
- managing the assessment and moderation procedures for Trainee Teachers' school-based work
- reviewing of Trainee Teachers' progress on a monthly basis and monitoring the progress of Trainee Teachers in addressing any weaknesses
- attending the Assessment Board meeting as calendared
- reviewing evidence of Trainee Teachers' progress towards QTS and making assessment recommendations to the assessment board, based on Hub Lead Teachers' and Mentors' recommendations.

2.7 Programme Lead

The Programme Lead is responsible for:

- developing the subject-specific curriculum and resources
- supporting and developing close links between the subject-specific provision across placements, SCITT central and hub training, and academic studies
- monitoring and quality assuring the assessment of the progress of Trainee Teachers.

2.8 Hub Lead Teacher

The **Hub Lead Teacher** is responsible for:

- ensuring that each Trainee Teacher is observed by the Hub Lead Teacher or a designated QA leader at QA1 and QA3. In the case of a Trainee Teacher with significant weaknesses, observations may be much more regular, complementing those of the Internal Moderator and Course Leader as appropriate
- attendance at the SCITT Assessment Board meetings.

2.9 Senior Mentor Coordinator

The **Senior Mentor Coordinator** is responsible for:

- observing each Trainee Teacher for a minimum of once in each placement. In the case of a Trainee Teacher with significant weaknesses, observations may be much more regular, complementing those of the School-Based Subject Mentor and Course Leader as appropriate
- ensuring that School-Based Subject Mentors complete all 'Review Points' (RP) in good time according to the SCITT calendar published each academic year
- supporting the Trainee Teacher and School-Based Subject Mentor with the in-placement activities as outlined in the mentor workbook

- looking at the overall grades for the Trainee Teachers in their school to ensure that each cohort of Trainee Teachers make progress in line with the SCITT overall progress.

2.10 School-Based Subject Mentor

The **School-Based Subject Mentor** is responsible for:

- Setting up and reviewing the Trainee Teachers' teaching timetable in each phase
- monitoring and reviewing Trainee Teachers' portfolio
- completing review points in line with the SCITT calendar
- reviewing the CPD provision
- providing formative feedback to Trainee Teachers as specified
- liaising with the Course Leader over any aspect of the training programme
- supporting the Trainee Teacher with the in-placement activities as outlined in the mentor workbook
- supporting the in-school research and practice as part of the training programme.

2.11 External Examiner

The responsibilities of the **external examiner** (as required in C3.4 ITT Criteria) include:

- observing a sample of Trainee Teachers' teaching, with school-based Mentors or SCITT QA leaders
- discussion with school-based Mentors about the sample of Trainee Teachers' progress and attainment, and Mentor/programme support from the SCITT
- scrutiny of a sample of Trainee Teachers' portfolios and, in the final phase, of evidence against the Teachers' Standards
- discussion with focus groups of Trainee Teachers (and ECTs) as well as School-Based Subject Mentors
- observing Mentor Development events
- discussion with Course Leader about assessment and internal moderation processes
- production of a written report evaluating the accuracy of the SCITT's assessments of Trainee Teachers' attainment against the Teachers' Standards and recommendations for QTS; strengths, concerns and areas for development for our training provision and assessment processes; commentary about the Trainee Teacher cohort and their achievements; and recommendations.

The duties will take 3-4 days and we will pay in accordance with the annual rate schedule. We aim to appoint external moderator for a minimum tenure of two academic years but reserve the right of the moderator and the SCITT to amend this agreement.

2.12 Internal Moderator

The Internal Moderator is the title given to the SCITT colleague who reviews the consistency of the QA process across all hubs, reviews evidence of Trainee Teachers' progress towards QTS and moderates the recommendations for QTS made by Mentors, SMCs and QA leaders.

The role of the Internal Moderator is to review the progress made by Trainee Teachers against the Teachers' Standards and ensure that the training programmes are appropriate to the needs of training teachers. They support the Mentors and Trainee Teachers, monitoring and advising on their progress.

Main responsibilities will include:

2.12.1 Monitoring and Quality Assurance

- Quality assuring the standards of observations and the standards achieved by Trainee Teachers by making at least one moderation visit per hub over a two-year period and carrying out a paired observation with the Hub Lead Teacher, Course Leader, Mentor or class teacher.

2.12.2 Assessment

- Participating in appropriate meetings necessary for the effective assessment of Trainee Teachers, including the final Assessment Board.

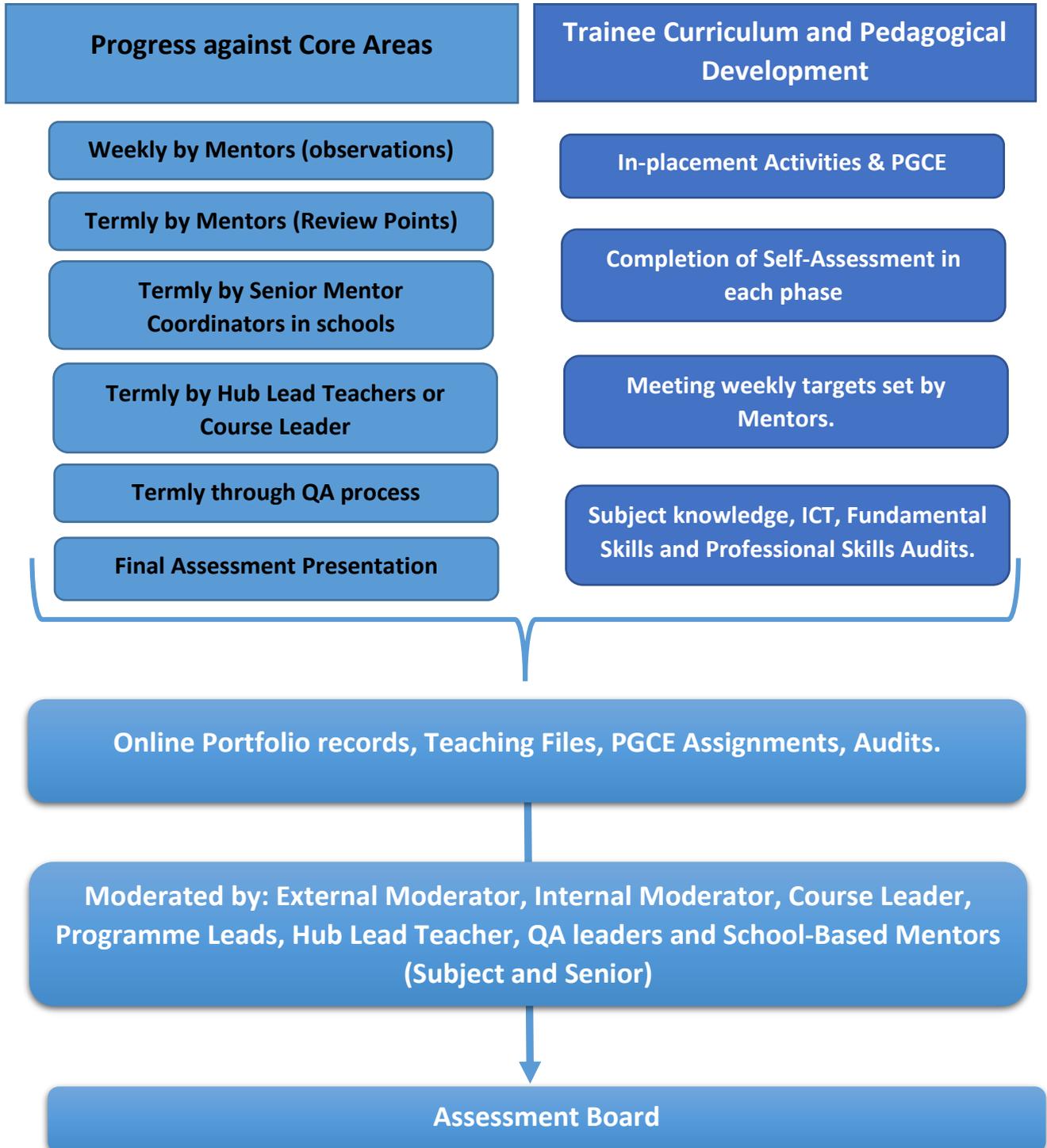
2.12.3 Communication

- Liaising with the Course Leader, Hub Lead Teachers, SMCs and Mentors to arrange quality assurance visits
- Attending the Assessment Board meetings as calendared and appropriate
- Liaising with the Course Leader as required
- Liaising with the SCITT Director as required and appropriate.

The duties will take 3-4 days and we will pay in accordance with the annual rates schedule. We aim to appoint internal moderator for a minimum tenure of two academic years but reserve the right of the moderator and the SCITT to amend this agreement.

3. The Assessment Process

The diagram below summarises how Trainee Teachers will be assessed and how those assessments are moderated to ensure that judgements made are accurate and fair.



3.1 Assessment of Classroom Practice

Coordination of weekly Mentor progress meetings and lesson observation feedback will be the responsibility of the School-Based Subject Mentor within the placement school. This information will be used to give formative feedback to the Trainee Teacher on their progress in relation to the SCITT descriptors. The assessment of Trainee Teachers is embedded in the **Quality Assurance Monitoring and Evaluation Cycle** which should be read in conjunction with this policy.

The Final Assessment Review will be completed by the QA Leader (this may be the Hub Lead Teacher, the Course Leader, the SCITT Director or another designated QA Leader), SMC and the School-Based Subject Mentor. They will form judgements based upon the evidence provided by the Trainee Teacher in the online portfolio including the Mentor meeting records, formal lesson observation forms and his/her own observations. The Trainee Teacher will be asked to prepare a Final Presentation to review their progress against the Teachers' Standards, highlight their best evidence and outline their targets for induction. Guidance for the final assessment is provided at the training sessions and in the **SCITT Handbook**. The outcomes will be shared with the Trainee Teacher. The SCITT Director will retain responsibility for assessing overall progress of the Trainee Teacher on the teaching placement based upon all the evidence presented.

If a Trainee Teacher's performance is identified as being a "cause for concern" reference should be made to the **SCITT Cause for Concern Policy**. Equally, if a Trainee Teacher's performance is deemed to be unsafe for any reason, the SCITT Director will refer to the appropriate policy which includes **SCITT Fitness to Practise**, **SCITT Fitness to Study** or **SCITT Trainee Code of Conduct**.

3.2 Assessment of Trainee Curriculum and Pedagogical Development

The facilitation team (Course Leader, Hub Lead Teacher and specialist teacher trainers) will assess the progress of trainees in the training sessions through a variety of means. The Course Leader and the Hub Lead Teacher will work with the PGCE tutors and QA team to ensure that developments in pedagogy can be noted and recorded in classroom practice.

3.3 Trainee Teachers' Right to Repeat

Trainee Teachers may be awarded the right to repeat a section of the course where they have not met the Teachers' Standards at the career appropriate level. This decision will be taken by the 'Special Cases' sub-committee of the Assessment Board and communicated to the Trainee Teacher within five working days of the board.

The circumstances for repeating a section of the course will be varied and each case will be taken on its merit. A case will only be brought to the Assessment Board when it is deemed that the Trainee Teacher has suffered from extenuating circumstances which have affected their ability to meet the teachers' standards, for example bereavement or illness. The case will be presented to the Assessment Board by the Course Leader. The final decision will rest with the Assessment Board and will be final. A Trainee Teacher does have the right to appeal this decision.

In the case of repeating a section of the course, an administrative charge will be made to cover the cost of repeated section of the course.

3.4 Assessment Monitoring & Quality Assurance

The National Modern Languages SCITT will monitor the implementation of the policy as follows:

- The Strategic Board will monitor implementation of the policy through a yearly report from SCITT Director
- The Curriculum Committee as well as the internal and external moderators will review Trainee Teacher perceptions and the SCITT Director will present findings to the Strategic Board
- The Hub lead Teachers' Committee will monitor the procedures, particularly those relating to internal moderation, as part of the QA cycle
- Minutes of meetings of Committees and the Strategic Board will be available.

3.5 Development and Training

Hub Lead Teachers and School-Based Subject Mentors will attend training on the procedures for supporting Trainee Teacher progress. Assessment criteria for placement reports will be discussed and agreed at the annual training for School-Based Subject Mentors.

Outcomes from moderation will be documented and presented to the Assessment Board.

The Strategic Board will direct the Hub Lead Teachers' Committee to address any issues arising from failure in policy or procedures and propose solutions.

4. Publishing this Policy

This policy is available through the SCITT website and our SCITT Intranet. A copy can also be requested via our SCITT office.

The Office of the Independent Adjudicator (OIA) runs an independent scheme to review student complaints. Chorus Education Trust operating as National Specialist SCITTs, and the accredited provider for the National Modern Languages (NML) SCITT and the National Mathematics and Physics (NMAP) SCITT, is a member of this scheme. If a trainee teacher is unhappy with decisions made by the SCITT regarding this Policy, they may be able to ask the OIA to review this decision. More information about making a complaint to the OIA, what it can and can't look at and what it can do to put things right if something has gone wrong can be found here: <https://www.oiahe.org.uk/students>.

Quality Assurance Monitoring and Evaluation Cycle

Quality Assurance in School	Governance	Quantitative Assessment	SCITT Improvement Plan	Strategic Board	Trust Reporting	
<ul style="list-style-type: none"> QA1 – observation of and discussions with trainees, mentors and SMCs- progress and targets checked and moderated Autumn term – Pre-course& Familiarisation programme evaluation and End of Phase 1 evaluation from trainees Internal moderator visits to hubs Designation Review of schools including risk assessments if necessary School self-evaluation reviews QA 1 review at RP2 	<ul style="list-style-type: none"> Curriculum Committee Meeting - Autumn Hub Lead Teachers’ Meetings Autumn 1 and Autumn 2 Assessment Board Autumn term Compliance checklist Partnership tracker QA tracker 	<ul style="list-style-type: none"> Review Points 1 and 2 PGCE progress reports from Sheffield Hallam University Lesson observation feedback – target setting QA visits – including joint observation & observation of feedback 	<ul style="list-style-type: none"> Review September to December December Checkpoint completed Agree January to April 	The National Specialist SCITTs Strategic Board Meeting December	Chorus Trust Board Meeting December	Autumn Term
<ul style="list-style-type: none"> External & Internal moderator meetings with trainees and mentors QA2 –discussions with trainees, mentors and SMCs- progress and targets checked and moderated QA2 review at RP3 	<ul style="list-style-type: none"> Hub Lead Teachers’ Meetings Spring 1 and Spring 2 Assessment Board – Spring term Compliance checklist Partnership tracker QA tracker 	<ul style="list-style-type: none"> Review Point 3 PGCE progress report from Sheffield Hallam University – module 1 outcomes Tracker – assessment of trainee progress with targets Update on all Audits Lesson observation feedback – target collation – QA leader feedback 	<ul style="list-style-type: none"> Review January to March March checkpoint completed Set April to July 	The National Specialist SCITTs Strategic Board Meeting March	Chorus Trust Board Meeting March	Spring Term
<ul style="list-style-type: none"> QA3– observation of and discussions with trainees, mentors and SMCs- progress and targets checked and moderated Final assessment preparation, visit and presentations End of course feedback as part of ECT survey Mentor end of year evaluations 	<ul style="list-style-type: none"> Curriculum Committee -Summer Hub Lead Teachers’ Meetings – Summer Assessment Board makes recommendations for QTS Compliance checklist Internal and external moderation Partnership tracker QA tracker 	<ul style="list-style-type: none"> Review Point 4 and final assessment Final PGCE outcomes Induction development plan targets overview Reports from Internal Moderator and External Examiner 	<ul style="list-style-type: none"> Review April to July June checkpoint completed Set September new academic year 	The National Specialist SCITTs Strategic Board Meeting June	Chorus Trust Board Meeting June	Summer Term